

DOCUMENT RESUME

ED 208 258

CE 030 420

AUTHOR Riley, Susan
TITLE A Fair Shot/An Equal Chance. A Handbook for Vocational Students in Non-Traditional Programs. Project SCOPE Book #2.
INSTITUTION Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.
SPONS AGENCY Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE 80
GRANT 80-871-000-096-7
NOTE 84p.; For related documents see CE 030 419-421.
AVAILABLE FROM Massachusetts Vocational Curriculum Resource Center, 758 Marrett Rd., Lexington, MA 02173-7398 (Free while supply lasts).
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Assertiveness; Civil Rights Legislation; Definitions; *Equal Education; Equal Opportunities (Jobs); Federal Legislation; Group Activities; Group Unity; Guidelines; *High School Students; *Learning Activities; *Nontraditional Occupations; Publicity; Sex Bias; *Sex Fairness; Sex Stereotypes; *Vocational Education
IDENTIFIERS Sexual Harassment; *Support Groups

ABSTRACT

Designed for use by vocational education students in nontraditional programs, this handbook contains support group activities pertaining to group cohesion, understanding the nature of sex bias, assertiveness, group projects, sexual harassment, and laws governing sex fairness. Group cohesion activities designed to help group members get to know themselves and other members of the group are described. Discussed next are general activities to provide an understanding of the nature of sex bias, sex stereotyping, and other related concepts. A series of assertiveness activities and a number of group projects designed to help the already-active and stable support group strengthen and publicize itself are explained. Listed next are strategies for coping with sexual harassment and professional services to help students and employees deal with it successfully. The major laws guaranteeing students and workers equal opportunity in education and employment are summarized. Appended to the handbook are lists of sources for further information. (Related handbooks of strategies for facilitating a peer support group for vocational students in nontraditional programs and laws guaranteeing equal education and employment opportunities are available separately--see note.) (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

A Fair Shot/ An Equal Chance

A Handbook For Vocational Students



IN NON-TRADITIONAL PROGRAMS

Written by Susan Riley
Edited by Elizabeth Keroack

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

David F. Cronin

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

"The contents of this booklet were developed with federal funds under a grant from the Massachusetts Department of Education, Division of Occupational Education. However, those contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the State."

ED208258

CE 030420

CREDITS

A FAIR SHOT/ AN EQUAL CHANCE

A HANDBOOK OF ACTIVITIES
FOR SUPPORT GROUPS FOR
VOCATIONAL STUDENTS IN
NON-TRADITIONAL PROGRAMS.

Book #2 of a Series by Project
Scope (Support for Co-educational
Occupational Programs in
Education).

Author

Susan Riley

Editor and Contributing Author

Elizabeth Keroack

Art Coordinator

Susan Riley

Illustrator

Mary Terrizzi

Photographer

Jim Munn

Design & Layout

Susan Riley, Mary Terrizzi,
Lynne Rael

Graphic Coordination

Geno J. James, Byron Villaras,
Kenneth Hamel, William Livolsi,
Susan Riley

Printing Staff

Carol Spinosa, Cheryl Fittery,
Pamela Cremins, Karen Pellegrino,
Brian Hall, Rebecca Peterson,
Donna Stephenson, Joe Hughes,
Kathleen Cronin, Chris Gestwicki,
John Callahan, William Dixon,
David Petricone, Richard Tabor,
Pat Powers, Robert Forester,
John MacInnis, Linda Doiron,
Terry Sheridan, Jeanell Thomas,
Sue Hill

ACKNOWLEDGEMENTS

I consider it a unique opportunity and an incredible learning experience to have directed Project SCOPE, and I am both proud of and delighted by its wonderful success. I also feel it to be a great honor for Shawsheen to have hosted the grant, thus showing me their trust and support in supportive services for non-traditional students. Many people have donated their time and offered their talents for the project, and I am forever indebted to them for their hard work and guidance, particularly those which follow:

John McDermott, SCOPE coordinator, for his constant encouragement, ongoing patience and infinite wisdom; Joan Capriole, project facilitator and contributing author, for holding my hand and patting me on the back when I needed it most; Elizabeth Keroack, editor and contributing author, for her terrific ideas and superior writing abilities; Jim Munn, our photographer, for his outstanding photographs and other numerous contributions; Mary Terrizzi, our illustrator, for her enchanting artistry; Kathy Murray, our secretary, for her endurance through all those retypings; the many support group students for allowing me to interview, photograph, quote, question, and watch-do all this in a furious attempt to bring out their unique qualities and charming individuality; Maureen Lynch, a fine and special friend, for giving me "the spark"; Mr. James and his Graphic Arts Department at Shawsheen for turning my box full of unfinished layouts, pencilled-in notes, last-minute changes and other various uncoded illustrations and photographs, all into 4 beautiful books (nothing short of simple magic); and all the wonderful people at Shawsheen for their cooperation, trust, and ongoing support.

Lastly, I want to especially thank Paul, Bob, Don, Charlie, Bill, Luigi, Matthew, Frank, David, John, Mike, Dwayne, Shawn, Dave, Domingo, Jim, Chip, Tom and particularly Susan and Brion. The special friendships I have found in these people, the numerous experiences we have shared, and the four years we've all spent together growing and learning have changed my life and how I see myself. Without them, the development of this project and my strong desire to write would be non-existent. And to all of them I dedicate, with much gratitude and love, the many hours of hard work I have put into Project SCOPE.

Susan Riley,
Project SCOPE

Susan Riley
Project Director



John McDermott
Contact Person
667-2111

Editor's Note

We who know the reality of assuming non-traditional vocational roles know that we share many common goals, emotions, and experiences. I personally have nothing but the deepest empathy for any young woman who has her rear end pinched as she seriously attempts to work in shop full of fifteen young men who feel "she was looking for it when she picked the automotive shop." I understand her feelings of anger and frustration; I, too, felt confusion and rejection in a similar situation to hers.

Personal non-acceptance is a destructive element in the process of trying to "fit into" a non-traditional shop choice. Students who choose non-traditional careers need to know that they are not alone; this is why support is so vital to their self-image. Bringing them together in a support group tears down barriers and opens new doors.

Non-traditional students are not alone in their struggles (though they are too few in number). Perhaps if more support services were offered to them during their formative years, there would indeed be more of them.

One of the most exciting feelings I can recall experiencing came about as a result of my support group involvement. I sat amidst a room full of other non-traditional students as, one by one, we shared our feelings and discovered we had much the same problems and frustrations. It was the first time that some of us felt comfortable about ourselves.

There is a growing lack of support groups and an incredibly large need for available services. The solution to this problem is a fantasy non-traditional students share: the non-existence of support groups in a world where all need for them has been eliminated.

It will be a great day when we can all be what we wish and also be rightfully accepted as such. Hopefully that dream is attainable; but in the present, the reality of our need for assistance is strong and demanding; but we must take firm action immediately.

Susan Riley
Project Director

Shawsheen Valley Technical High School
100 Cook Street, Billerica, Mass. 01866

A FAIR SHOT/AN EQUAL CHANCE

General Introduction

This booklet, the second in the Project SCOPE series, is a handbook of activities to be used by support groups for vocational students in non-traditional programs. *A Fair Shot/An Equal Chance* should be distributed to all support group members so that the activities within it can be done at group meetings; it may also be of benefit to distribute the booklet to any class or organization in the school which is concerned with issues of socialization and role stereotyping.

Please note that while most suggested activities benefit from some form of leadership, that leadership need not be assumed only by a professional counselor; it may just as effectively be assumed by an interested and dedicated support group member. In any event, leadership may, and indeed should, change from one activity to another.

Chapter 1

GROUP COHESION ACTIVITIES help student support group members get to know themselves and other members of the group.

Chapter 2

GENERAL ACTIVITIES assist the group to understand the nature of sex bias, sex role stereotyping, and other related concepts.

Chapter 3

ASSERTIVENESS ACTIVITIES build self-confidence in student members' handling delicate personal and professional situations. A glossary of terms can also be found in this section.

Chapter 4

GROUP PROJECTS offer the already-active and stable support group projects by which to strengthen and publicize itself.

Chapter 5

SEXUAL HARASSMENT defines the behavior of sexual harassment and suggests coping strategies and professional services which can help students and employees deal successfully with this aspect of the working world.

Chapter 6

A SUMMARY OF LAWS briefly explains those laws which guarantee students and workers equal opportunities in education and employment.

The *APPENDIX* includes a variety of sources for further information and a bibliography of books, records, films and other materials pertinent to non-traditional students.

Copyright © 1980 by Susan Riley and the Massachusetts Department of Education. Front cover photograph reprinted from SEVENTEEN® Magazine. Copyright © 1978 by Triangle Communications, Inc. All rights reserved.

Made possible by a grant from The Division of Occupational Education, Massachusetts Department of Education, through Shawsheen Valley Regional Vocational Technical High School, Billerica, Massachusetts, 01866, Benjamin Wolk, Superintendent-Director, Grant #80-871-000-096-7, 1980.

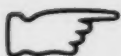
Concepts of a Support Group

A support group is a group in which students, through the training and assistance of a facilitator, learn to function as counselors who support and advise one another within the group situation.

The support group must have personnel to assume the following roles which are necessary to its functioning:

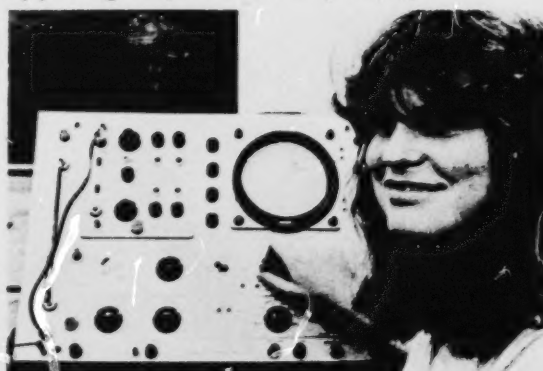


FACILITATOR — an adult, usually a guidance counselor (but may be any other qualified member of the school staff), who is experienced in functioning as a group leader.



PEER COUNSELORS — students who learn to work in a support system whereby they advise and assist one another.

The main goal of a student support group is "to help equip students to deal with the personal, social, psychological, and physical challenges which often arise when a person learns and works in a non-traditional environment."* The following objectives of the group are quite involved and therefore necessitate exercises designed to speed their attainment:



* Beverly Lydiard, Title IX Coordinator, Minuteman Technical H.S., Lexington, MA

Objectives

1. To introduce the concept of a support group to students.
2. To train students to counsel one another by sharing ideas on how to cope with various non-traditional situations.
3. To expand students' knowledge of career awareness and the employment opportunities and salary benefits of working in non-traditional jobs.
4. To equip students with basic leadership qualities for use in the outside world.
5. To help students understand the nature of sex bias, sex stereotyping, and sexism — where the concepts originated and why they have been perpetuated.
6. To familiarize students with laws addressing sex discrimination and equal educational and employment opportunities.
7. To assist students to understand sexual harrassment and the actions which may be taken to eliminate it.
8. To show students how to file a grievance using accepted grievance procedure under the law.
9. To acquaint students with affirmative action in the areas of law and employment opportunities.
10. To develop students' network of contacts in relation to employment possibilities in companies which seek and support employees in non-traditional occupations.
11. To demonstrate to students both the need for and means of developing assertive behavior techniques for use in personal and professional life.
12. To facilitate students meeting, as a group, with individuals who hold non-traditional jobs and therefore may act as role models for the students.
13. To motivate students to develop themselves into role models for junior high school students, underclasspeople in their own school, and any other students who may be interested in non-traditional occupations.

Peer Counseling



What is peer counseling?

Peer counseling is essentially a self-help program in which students are trained to counsel or advise other students. The primary value of peer counseling lies in the opportunity it provides students for working out those personal and social problems which affect the success of their educational endeavors.

What is the role of peer counseling in a support group?

Within a support group, peer counseling assists students in identifying and further developing the skills, competencies, values, preferences, and self-confidence necessary for professional success in non-traditional careers. Effective counseling is offered to/by the students in a spontaneous and informal manner; in this way, students develop the trusting and supportive relationships with other group members which are so helpful to the development of their positive self-images and decision-making skills.



Why use students as counselors?

There are several good reasons why peer counseling should be used in support group situations:

Students often feel that guidance counselors and school personnel do not truly understand the nature of their problems as well as other students do. Thus, while they will approach fellow students about their problems willingly, they may not feel comfortable doing so with school officials.



Active student participation in counseling provides students with the opportunity for input into their own educational process.

Peer Counseling (Continued)

III

Peer counseling familiarizes students with the various dimensions of the teacher/advisor/learner roles, and so enables them to understand the rewards and problems involved in each.

IV

Peer counseling is not a program which must be limited to scheduled activities; rather, it should have a rippling effect throughout the school and community. The skills that peer counselors refine can therefore be successfully utilized in all social situations in which these students find themselves.



What is the role of the peer counselor?

Within a support group, a peer counselor provides support, information, and referral services to other students: he/she is *not* a "problem solver" or "psychiatrist." Furthermore, the peer counselor offers personal counseling by helping students identify and clarify their problems while strengthening their ability to cope with challenging situations.



What is the role of the facilitator/ adult counselor in a peer counseling program?

The primary function of the adult staff person is to recruit and train peer counselors so that an active peer counseling program may be implemented. A secondary function of that person is his/her supervision of and input into the existing program to help maximize its potential for service.



For more information on Peer Counseling, write:

**Student Service Center
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116**

GROUP COHESION ACTIVITIES

Introduction

The following activities have been designed to help support group formulation, cohesion, and effectiveness. Every group needs a *group bond*—each member must realize that he/she can express feelings and opinions that will be listened to and appreciated precisely because they are the measure of one particular person's attitudes and beliefs.

Shared Leadership

Time: 1 group meeting per question

Objective: To assist the group in conducting spontaneous discussion.



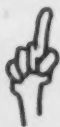
DIRECTIONS

Step 1

Ask group members to read the "Rules for a Shared Leadership Group" which follow:

RULES FOR A SHARED LEADERSHIP GROUP

A shared leadership group is a small group structured to help members explore their feelings fully. In such groups, members can begin to understand their own values as well as societal values, and to apply this understanding to the decisions which they must make. The shared leadership process does not occur automatically.



Go around the circle allowing each member to talk uninterruptedly on the topic of discussion the group has chosen. This "free speech" is the essence of the shared leadership group, because it creates a kind of "free space" where members can talk about themselves in a way they never have before. It helps people to listen to each other and it breaks down feelings of competitiveness. It enables members who are reticent to have the same opportunity to talk as more aggressive members. It gives all members a chance to compose themselves and their thoughts.

Shared Leadership (Cont'd)



Always speak personally, subjectively, and specifically during this part of the meeting. Try not to generalize, theorize, or talk in abstraction; rather, speak directly from your own experience. There is bound to be someone in the group who feels she or he does not fit into a generalization and who will be alienated. We are not all the same and we have not all had the same experiences, but we can learn by sharing these experiences.



Don't interrupt, except to ask specific informational questions, i.e. When did that happen? How old were you at the time?



Never challenge anyone else's experiences. This may be the hardest rule to stick to, but it is also the most important. Try to accept what a member says, for although it may seem all wrong to you, it may be true for him or her at that moment. Ask yourself why you want to challenge him or her. And remember that when it's your turn, no one will challenge you.



Confidentiality. No personal information about any group member should ever be discussed outside the group.

SHARED LEADERSHIP

Step 2

Have group members respond orally to the following questions by using the shared leadership techniques outlined previously:

- 
1. How do you feel about being one of the only boys/girls in your shop?
 2. What do you do when a person in your shops says, "But you're a girl/boy! You can't do that!"
 3. Do you feel paranoid about your non-traditional role?
 4. How do you overcome your fears/reservations about your acceptance by shop teachers and co-workers?
 5. What influenced you to choose your shop?
 6. What qualities are necessary for success in a non-traditional shop or career?
 7. What advice can you give to a person who is considering going into a non-traditional shop?

Developed By: Linda Stebbins, Nancy Ames, Ilana Rhodes
Sex Fairness in Career Guidance: A Learning Kit
1975

Find Me

Time: 1 group meeting

Objective: To assist group members in getting acquainted.

DIRECTIONS

Have the group sit in a circle. The group leader reads aloud the list of categories below, one at a time. Individuals who belong to the category being read are asked to raise their hands; each is then briefly called upon to share his/her feelings upon the subject.

CATEGORIES:



- oldest in family
- youngest in family
- only child
- middle child
- tenth grader (sophomore)
- eleventh grader (junior)
- twelfth grader (senior)
- pet owner
- shop member who enjoys the shop
- shop member who does not
- shop member who is glad to be a support group member

Who Am I?

Time: 1 group meeting

Objective: To help group members know themselves.

DIRECTIONS

Make copies of the worksheet indicated below and have each person complete it. Discuss the answers by having participants share at least three of their responses with the group. Why did they choose to write what they did?

- I feel happy when _____.
- I feel sad when _____.
- I do not like it when _____.
- I enjoy _____.
- The thing that I would like to improve about myself is _____.
- My best times are when I am _____.
- I wish I could _____.
- I think I am _____.
- One thing I wish I could do well is _____.
- If I had three wishes, they would be:
 1. _____
 2. _____
 3. _____

Who Am I? (Continued)

- I see myself in five years as _____.
- I see myself in ten years as _____.
- More than anything else, I want _____.
- The things I look for in a friend are _____.
- The best thing I like about myself is _____.
- The thing I want more than anything else in the world is _____.
- The thing I love more than anything else in the world is _____.
- I get upset when I see a boy _____.
- I get upset when I see a girl _____.
- Society teaches boys they should _____.
- Society teaches girls they should _____.
- I have learned that boys should never _____.
- I have learned that girls should never _____.

CINDERELLA

Time: 1-2 group meetings

Objective: To stimulate effective discussion among group participants.

DIRECTIONS

Step 1

- a. Make copies of "Cinderella" and distribute to the group for reading.
- b. Make copies of the "Cinderella" and "Today's Woman" checklists and distribute to members for completion.
- c. Make copies of "Cinderella Scoring" so that members may score their worksheets.

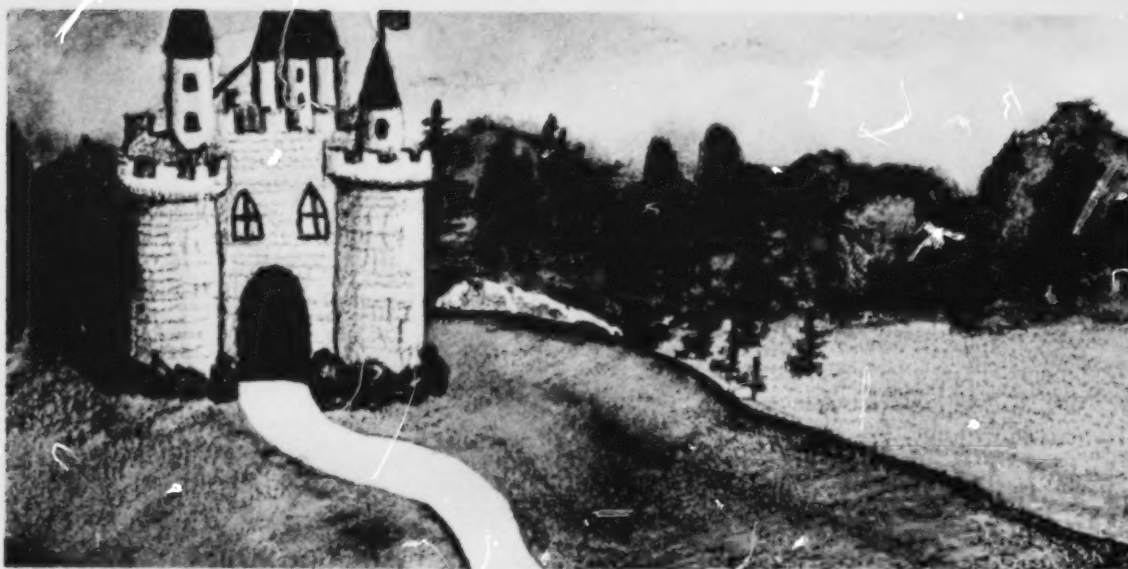
Step 2

Conduct a group discussion based upon the results of the checklist which the members volunteer to share.



Developed By
Project EVE
Houston, Texas

Cinderella



Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother and was responsible for all the cooking, cleaning, and other chores around their home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother. Then she was miraculously discovered by Prince Charming and went to live with him in the castle and raised the children, never thinking about work in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occasional trips to Crusader conventions. They never thought about divorce because that was not allowed. If things got too bad, Cinderella spent a few days in the local convent. For the most part, Prince Charming and Cinderella lived together happily — which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously and many women must now work outside the "castle."

To find out if you are better prepared for Cinderellahood than for modern womanhood, check all the items in the following two lists which apply to you:

Cinderella (Continued)



CINDERELLA: Check (x) each item that applies to you.

- _____ 1. I can cook.
- _____ 2. I think a woman's place is in the home.
- _____ 3. I cannot manage money.
- _____ 4. I prefer love stories and movie magazines to other kinds of reading.
- _____ 5. I do not worry about the future.
- _____ 6. I expect to marry and have my husband support me.
- _____ 7. I have no career plans.
- _____ 8. I can raise children.
- _____ 9. I can sew.
- _____ 10. I can dance.
- _____ 11. I have not had any job training.
- _____ 12. I talk to mice.
- _____ 13. I can give a party.
- _____ 14. I have no job skills.
- _____ 15. I am looking for Prince Charming.

Cinderella (Continued)

TODAY'S WOMAN:

Check (x) the items that apply to you.



- _____ 1. I plan to work for 20 years.
- _____ 2. I am not afraid to be the only girl in any class.
- _____ 3. I have career plans.
- _____ 4. I have investigated **ALL** high school job training courses, including auto mechanics and electronics.
- _____ 5. I know about apprenticeship programs.
- _____ 6. I plan to acquire a skill before marriage so that I can always get a job.
- _____ 7. I think I can do any job a man can do, as long as I receive the proper training.
- _____ 8. I have talked to a counselor about my future job plans.
- _____ 9. I have investigated training programs available in community colleges.
- _____ 10. I am aware of the salary difference between secretaries and auto mechanics.
- _____ 11. I know how much money it takes to feed a family of 4 for a week.
- _____ 12. I am aware of Title IX.
- _____ 13. I will graduate from high school.
- _____ 14. I have thought about my future.
- _____ 15. I can list 20 different jobs open to women. (Write down all 20.)

Cinderella (Continued)

CINDERELLA SCORING:

Total the number of checks on each checklist.

Cinderella Total Greater Than Today's Woman Total: The Glass Slipper fits and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will work in the future (9 out of 10 high school girls will work). You need to start giving serious thoughts to job training available to you in high school. Unless you start training now for a good-paying job, you may not be a very employable person.

Cinderella Total Equals Today's Woman Total: You have thought about your future, but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses, but none of the others. Be sure to explore all options—get all the information.

Today's Woman Total Greater Than Cinderella Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You realize you will probably work in the future and so have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

Leaders

Time: 1 group meeting

Objective: To determine the characteristics of leadership.

DIRECTIONS

Step 1

- a. Have each member list the names of three people from the public media, history, etc. whom he/she sees as "leaders."
- b. Next to each name, list two reasons why this person is a leader.

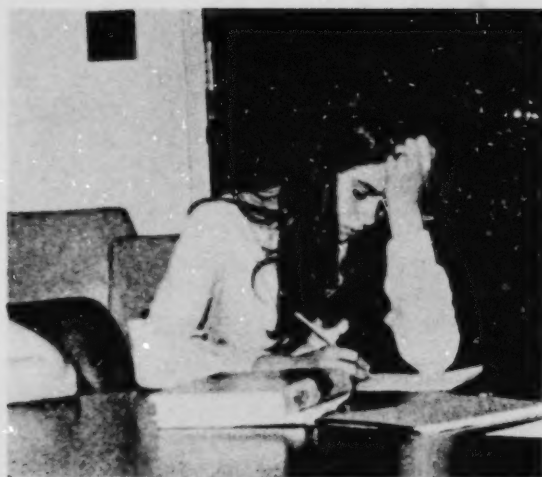
Step 2

- a. List the names of three students in your high school who can be considered "leaders."
- b. Give two reasons why each is seen in this perspective.

Step 3

- a. Discuss — what are the qualities of leadership?
- b. Are those students who have chosen non-traditional shops leaders? Do they think of themselves in this way?
- c. What leadership qualities do non-traditional students exhibit?

~General Activities~



Introduction

Some of the most common problems students in non-traditional programs experience are those relating to bias, discrimination, stereotyping, sexism, and harassment. Activities which introduce these concepts and offer a means of coping with the problems they provoke are included within this section.

Reviewing Definitions

Time: 1 group meeting

Objective: To review the definitions of appropriate terms in order to understand their effect on personal, social, and professional life.

DIRECTIONS:

1

Review the definition of "bias" by having each group member give an example of a biased statement, ie. "Women belong in the home" or "Men should be the breadwinners."

Stress the point that biased statements do not pertain *only* to sex, but also to race, religion, ethnic background, country of origin, place of residence, et al.

2

Review the definition of "sex discrimination" by having each member give an example of how sex discrimination can affect daily life in school, on the job, and at home.

Indicate that while "sex bias" is an *attitude*, "sex discrimination" is an *act*. Sex discrimination is illegal.

Reviewing Definitions (Cont'd)

3

Review the definition of "stereotyping" by having each member give an example of stereotyping behavior or attitudes, i.e. "All boys are good in math."

Indicate that the key word used in the above examples is "all." The statements used are examples of stereotyping because they refer to groups of people who, while sharing one characteristic, are assumed to share others as well.

4

Review the definition of "sex role stereotyping" by having each member give examples of the stereotypes of women and men, i.e. —

Women

PRETTY
PASSIVE
EMOTIONAL
LADY
COOK
MOTHER

Men

MASCULINE
TOUGH
INSENSITIVE
AGGRESSOR
BREADWINNER
FATHER

Discuss the negative aspects of sex-role stereotyping.

Reviewing Definitions (Cont'd)

5

Review the definition of "sexism" by having each member give an example of how sexism can affect people in the following situations:

On the job
In school
At home
In athletics
In personal relationships



Identifying Sex Bias In The Classroom

Time: 1 group meeting

Objective: To identify and eliminate instances of sex bias in classroom situations, thereby increasing understanding of their impact on education.

DIRECTIONS:

After reviewing and discussing definitions related to sex bias, the group is ready to help members develop skills in identifying instances of sex bias and sex discrimination in the classroom. Read each example carefully and discuss whether or not sex bias is present and what steps can possibly be taken to eliminate it.

1 "I want all boys up front where I can see them. This class is not for 'goofing off.' We are going to work hard."

2 History courses offered in a department include:

Contemporary History
World History
Current Events
Great Women in History
American History



3 "Could I have a boy bring these textbooks to the front office?"

4 "In this class, we will review the life of the caveman and discuss man's discovery of fire and his development of tools."

Sex Bias (Cont'd)

5 "Spelling bee time! Boys to the right, girls to the left. This will be an exciting contest."

6 "We will be using the drill press today. Both boys and girls will have an equal chance to work on it, but I do not want any girls going near the machine until I have demonstrated how it operates."

7 "The results of the standardized math achievement test are very encouraging. We may even have some future women mathematicians in this class!"

8 "Today in gym class we are doing some basic exercises, starting with pushups. Everybody on the floor. I want the boys to show the girls how to do a real pushup."

9 "As part of our 'future careers' program we will be listening to four speakers tomorrow morning: Mr. Jacobs will discuss the carpentry trade; Mr. Phillips, the field of medical technology; Dr. Roberts, the role of the physician in today's medicine; and Mr. Morgan, the problems of the small, independent businessman."

10 "Now class, I know some of you are upset about your grades but you will do better next test, I'm sure. Sally — no need to worry, you are a natural. Great job! But Bob, really, you will just have to study; you cannot learn by osmosis, you know!"



Examining Stereotypes; Personal Decisions

Time: 1-2 group meetings

Objectives: To identify instances of sex role stereotyping with friends, at school, and at home.

- To identify alternative methods for reducing instances of sex role stereotyping.
- To clarify personal values regarding sex roles and to learn how to make decisions regarding alternative methods for coping.

DIRECTIONS:

Step 1

Discuss the following statements as a group: Each of us experiences sex role stereotyping in various ways in life. Each of us has a range of alternative methods available for reducing sex role stereotyping. Each of us has the right to choose a job from a wide range of traditional and non-traditional possibilities.

Step 2

Have each group member fill out the worksheet for this activity. Remind people that, when filling in the sheet, they may use the examples of sex role stereotyping discussed earlier.

Step 3

As a group, share individual answers to worksheet questions.

Step 4

- a. Did members have similar answers in any of the categories?
- b. Discuss how the individual can work toward positive change.

NOTE: A follow-up discussion should take place within a month of the initial activity in order to determine whether or not suggested changes have been acted upon.

Examining Stereotypes; Personal Decisions (Cont'd)

I can identify
the following
examples of
sex role
stereotyping:

I would/would not
change these because:

Actions I would take
to make any changes I
desire:

Actions I plan to take:

With my friends;			
at school;			
at home;			

How Sexist Am I?

Time: 1 group meeting

Objective: To help group members become aware of their own sexist attitudes.

DIRECTIONS

Discuss the following questions in a group situation. Upon completion, determine how individuals can use their changing attitudes toward sexism in everyday life.

1. Do I generally praise a boy for being **big and strong**?
2. Do I pity girls who are unable or unwilling to be **fashionable**?
3. Do I draw attention to boys wearing **long hair**?
4. Do I ever tell a girl that she dresses **like a boy**?
5. Do I generally show acceptance to boys who are **athletic** rather than to those who are **artistic**?
6. Do I ever comment on a girl's behavior by saying **She acts so boyish**?
7. Do I tease boys for being **sissy**?
8. Do I notice the **lack of athletic opportunities** for girls when there are usually plenty for boys?

How Sexist Am I? (Cont'd)

9. Do I ever discourage a girl from entering a **non-traditional** career?
10. Do I react negatively to the limited activities provided for boys in the areas of **art, drama, and dance**?
11. Do I protest when a class activity requires the **segregation** of **males and females**?
12. Do I use slang such as **jock, tomboy, chick, and broad**?
13. Do I really believe that a girl's first priority today must be **plan-ning** for marriage and children?
14. Do I protest when I notice that there are more scholarship opportunities for **boys** than there are for **girls**?
15. Do I expect boys to be more **mechanically inclined** than **girls**?

Sexism & The English Language

Time: 1 group meeting

Objective: To become aware of sexism in the English language.

DIRECTIONS:

1 The English language is at times both inherently and purposely sexist. Consider, for example, the following words used to describe occupations; these words imply that one sex is better suited for the job than the other. Suggest alternatives to the stated terms.

salesman _____

chairman _____

housewife _____

fireman _____

2 Many English words imply that males are the only members of society who hold positions of power. Suggest alternative terms.

Dear Sir _____

gentleman _____

businessman _____

Chairman of the Board _____

a man-sized job _____



Sexism & the English Language (Cont'd)

- 3** Note that the usual placement of the male referent comes before the female in language, and this implies male importance. Discuss the significance of this action.

he/she
men and women
husband and wife



- 4** Note that women have been traditionally addressed as possessions of men. Suggest alternative phrases to those below.

Mrs. John Brown
John Brown and his wife
man and wife

- 5** Adult women are often inappropriately referred to as "girls" and "ladies." What steps may be taken to eliminate this type of reference?

"I'll have my girl (secretary) type this."
"The girls in the typing room . . ."
"Ladies' room"



Messages From The Media

Time: 1 group meeting

Objective: To identify sexist messages found in the media.

DIRECTIONS:

As a group, attempt to find and eliminate the sexist message in each of the following examples:



1 Job advertisement: "TELEPHONE LINEMEN — WE'RE LOOKING FOR OUTDOOR MEN! If sitting behind a desk working indoors is not for you, Pacific Telephone will train you as a lineman, and we will pay you while you learn. This job requires manual dexterity, pole-climbing prowess, and the desire to work outdoors.

The sexist message is _____
Rewrite the passage to eliminate
it _____

2 Product advertisement: "A GOOD CIGAR IS LIKE A GOOD WOMAN — IT WON'T QUIT ON YOU."

The sexist message is _____
Rewrite the passage to eliminate
it _____

Messages from the Media (Cont'd)



3 Product advertisement: "Danver's Frozen Dinners are so simple even a man can cook them."

The sexist message is _____.

Rewrite the passage to eliminate

it _____.

4 Product advertisement: "You've come a long way, baby!"

The sexist message is _____.

Rewrite the passage to eliminate

it _____.



5 Service advertisement: "THE ARMED FORCES OF AMERICA ARE LOOKING FOR A FEW GOOD MEN."

The sexist message is _____.

Rewrite the passage to eliminate

it _____.

Male/Female

Roles & Expectations

Time: 1 group meeting

Objective: To identify student expectations of male/female roles.

DIRECTIONS

Step 1

Complete and discuss the following phrases:

- As a male/female, I would never _____.
- I respond to a crying man by _____.
- I admire women for their _____.
- I admire men for their _____.

Step 2

Think about and answer, individually and as a group, these questions:

- What advantages do you experience as a male/female in your shop?
- What disadvantages are there?
- How does your sex affect your expectations of shop performance?

Step 3

Provide usable definitions of:

- The "perfect" male
- The "perfect" female
- masculinity
- femininity

Anything You Want To Be

Time: 1 group meeting

Objective: To become aware of the positive and negative effects of socialization on personal, social, and professional life.

DIRECTIONS:

Read "Anything You Want to Be," an essay on the opposite page written by an 18 year old girl who is concerned about the impact of socialization upon her life choices. Once the reading is done, discuss the following questions:

- 1 Why did the girl's parents tell her she could be anything she wanted to be when the reality of the situation was quite the opposite?
- 2 Who would not let the girl be anything she wanted to be:

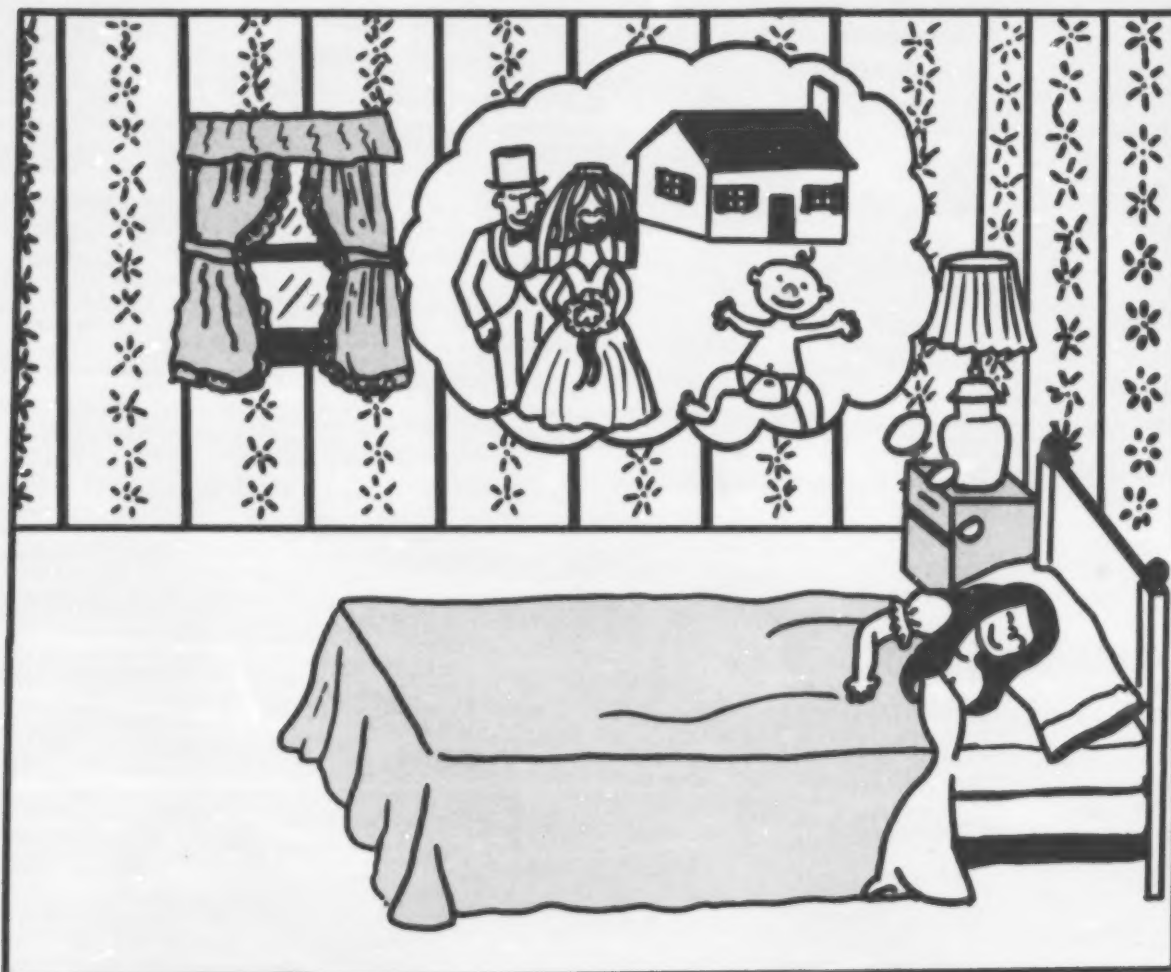
parents?
teachers?
friends?
society?
herself?



Anything You Want To Be (Cont'd)

- 3 The last section of the story deals with the girl's graduation from high school. When she writes, "School was quite an experience," what does she really mean by the statement?
- 4 What did the mother's plans for the girl's life ("nice boy, nice house, nice kids") show of her parent's expectations for her?
- 5 Why did the parents hold these types of expectations for her?
- 6 Why wouldn't the parents allow her to be what she wanted to be?

Anything You Want To Be (Cont'd)



When I was a little girl, I had pretty dolls, party dresses, and pink wallpaper in my bedroom. I played house with my dolls, made cakes with my oven, and ironed and cleaned my playhouse, just like my mom cleaned our house. At bedtime, I dreamed of getting married and having a real house and real children. I wanted to be a mother when I grew up. "Just like my mother," I thought. My parents told me I could be anything I wanted to be.

Anything You Want To Be (Cont'd)



When Christmas came around, I would receive more dolls and dresses and carriages and tea sets. My brother would get trains and trucks and baseballs and bats and hockey games. I used to borrow my brother's trucks until my mom told me, "Girls don't play with trucks."

92

Anything You Want To Be (Cont'd)



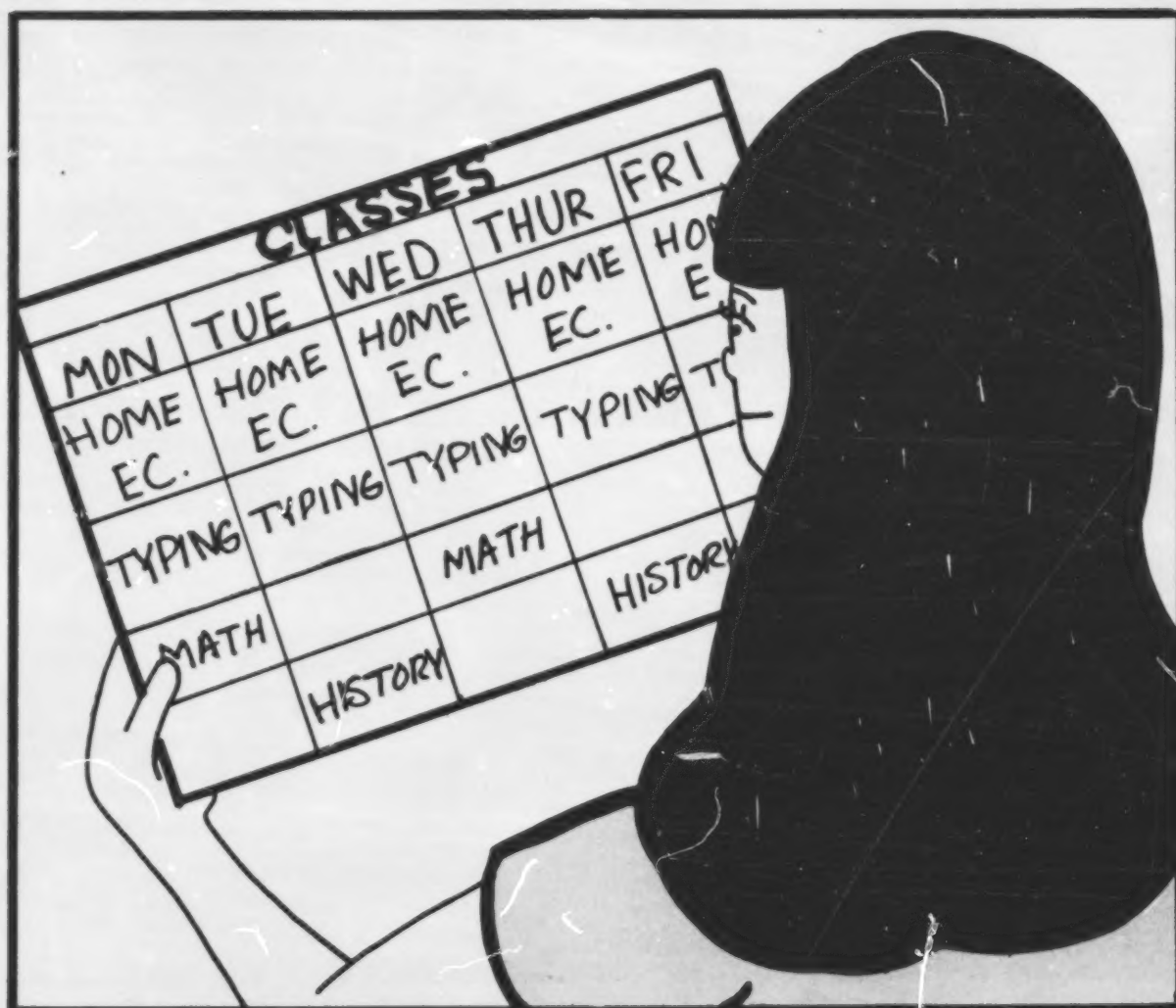
When I was old enough, I went to kindergarten. But it was not much fun. The boys played with the wood and tools and the girls jumped rope. Once I sneaked over and played with the tools. I hammered some nails into wood. It was really fun, and I made a house. I thought, "Someday, I will be a carpenter, and build real houses," but my teacher caught me and told me to go jump rope.

Anything You Want To Be (Cont'd)



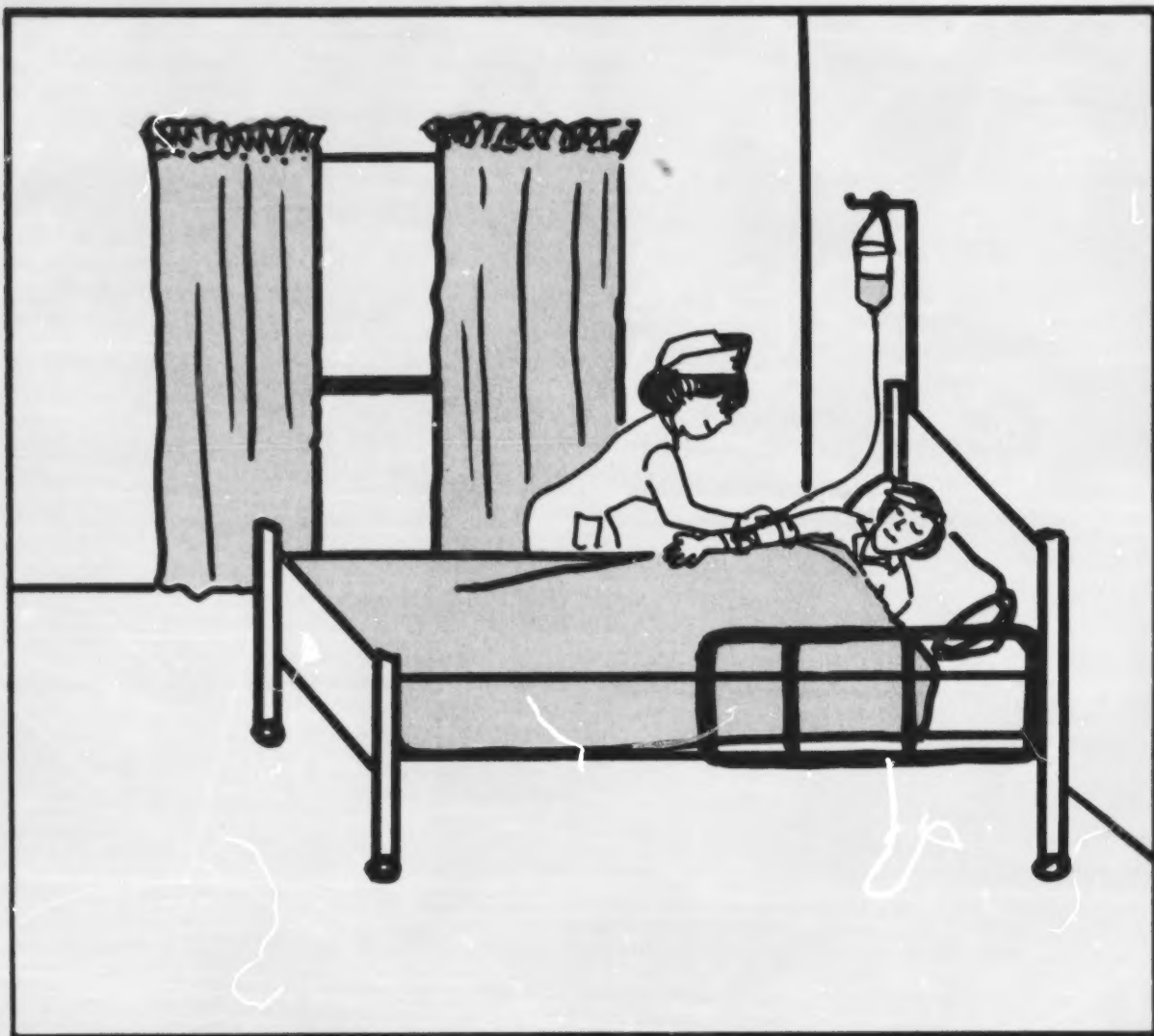
Then I went to elementary school. In the first grade, I learned to read. My reading book had stories about Dick and Jane and pictures of their family. Dick's mother looked very pretty. She wore pretty dresses and cooked and cleaned. She looked happy all the time. Dick's father was a policeman. He looked very nice in his policeman's clothes. "Someday," I thought, "I will be a policeman. But how can I be a policeman *man* when I'm a girl?"

Anything You Want To Be (Cont'd)



I was very excited when I reached junior high school. My classes were history, English, math, typing and home economics. All girls took typing while all boys took woodshop. In history, we learned about all the famous *men* that made America a wonderful country. In home economics, we learned to sew and cook. "The basis of becoming a good wife and mother," our instructors said.

Anything You Want To Be (Cont'd)



Finally, I made it to high school. My parents were not very happy about my choice of a vocational school, but I persisted until they gave in. My choice of a shop was Health, because I wanted to be a doctor. But there were no boys in Health. I thought it was because they didn't want to be doctors. In Health, we wore white dresses and white hats and made beds and fed babies and bathed sick people and took pulses and typed reports and cleaned bedpans. . . . I thought, "So this is what being a Doctor is all about. . . ."

Anything You Want To Be (Cont'd)



High school was quite an experience, but at least I graduated. I had once dreamed of college and a career, but I did not really need them, I guessed. As I held my diploma in my hand, my mother said, "Now you can get a nice job, maybe doing some typing, and meet a nice man, and get married, and get a house, and have some nice kids, and ... and"

When I was young, my parents told me I could be anything I wanted to be. Maybe I'll just be a woman, whatever that is.

Socialization

Time: 1 group meeting

Objective: To become aware of the positive and negative effects of socialization on personal, social, and professional life.

DIRECTIONS

Socialization is the means by which society puts people into roles, complete with accompanying expectations of role performance.

Socialization determines such aspects of life as hairstyle, dress, music, vocabulary, and job fulfillment (who gets what and why).

Socialization is the means by which society introduces people to the rules and roles of their culture.

A typical example of the kind of socialization students experience is called "peer pressure." Discuss the following questions about socialization:



What are some of the different types of socialization and how do they affect our daily lives?



What are several types of peer pressure that students routinely experience?



The conclusion of "Anything You Want to Be" reads — "I think I'll be a woman, whatever that is." How does socialization in American society shape what a woman should be? Have each group participant answer the above question by beginning his/her statement with, "I think a woman is _____."

The Case Of Pat

Time: 1 group meeting

Objective: To increase awareness of the socialization of bias, how it affects role expectations and the decision-making process.

DIRECTIONS

Step 1

In order to help group members become aware of the socialization of bias, make copies of the short article (below) "The Case of Pat" and pass them around to be read individually.

Step 2

Share what each member has written about the issue. Do *not* allow reference to or discussion of the sex of Pat at this point.

Step 3

What sex did the majority of the group suspect Pat was? What made each member sure of his/her determination? If Pat were of the opposite sex, would members' answers to the questions be the same? Discuss.

Pat is just graduating from high school. Five foot nine, trim and athletic, Pat has excelled in track, winning several intra-mural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. Without too much effort, Pat has managed to graduate tenth in a class of 200. To the surprise of both friends and family, Pat has decided not to go to college, but to work as an apprentice electrician instead.

Write a short paragraph describing how you feel about Pat's decision.

Assertiveness

Introduction

When people experience unsatisfactory relationships due to communication difficulties, they often place the blame for the problem upon the person with whom they are trying to communicate, even though it may be their own failings which result in frustrated goals and unfulfilled needs.

Assertiveness is behavior which recognizes the fact that every human being is entitled to the basic rights and privileges of dignity, respect, courtesy, and attention. It enables the individual to insist upon and defend these rights in a positive manner.

This section of "A Fair Shot/An Equal Chance" introduces the concept of assertive behavior and includes activities designed to develop assertiveness in group members. Because students who are in non-traditional shop areas must often rely upon themselves as their sole source of moral support and defense, assertiveness is particularly useful to them as a foundation upon which they may exercise their personal rights with confidence and effectiveness.

Thinking About Assertiveness

Time: 1 group meeting

Objective: To determine the usefulness of assertiveness in personal and individual life situations.

DIRECTIONS

- ? Assertiveness is especially essential for people in non-traditional roles because of the confidence it builds. Answer these questions in group situation:
- ? What are some specific ways in which you can use assertiveness to protect self-confidence?
- ? Have you been acting assertively and or aggressively in your shop? Why?
- ? How can you work to change negative behaviors to positive?
- ? Discuss how changing your behavior can affect your attitudes toward shop, friends, parents, teachers, and self.

Assertive & Aggressive Behaviors

Time: 1-2 group meetings

Objective: To familiarize group members with the concepts and practices of assertive and aggressive behaviors.

DIRECTIONS

Step 1

A Read and discuss the following definitions:



Assertive Behavior — behavior which allows the individual to affirm his/her rights without violating those of others.

Aggressive Behavior — behavior which affirms individual rights, but violates (in some form) the rights of others.

B The examples provided below differentiate between the use of assertive and aggressive behaviors in given situations. Discuss the differences.

Situation 1

Refusing a request to borrow class notes —

Assertive: "I don't mind your borrowing my notes once in a while, but I think you're taking me for granted. You use my notes too often; maybe it would be better to get what you missed from the teacher."

Assertive & Aggressive Behaviors (Cont'd)

Aggressive: "Frankly, I'm surprised that you've got the nerve to ask me to borrow my notes again! Get your own notes! I'm sick of doing your work for you."

Situation 2

Asking a friend to stop pressuring you to socialize with him/her—

Assertive: "I can understand that you're disappointed that I won't go with you, but I don't want to do so just now. Please respect my wishes and not pressure me."

Aggressive: "How many times do I have to tell you *no*! Find someone else and quit bothering me."

Step 2

Practice using both assertive and aggressive behaviors for the situations provided.

1. Your friend wants to copy your homework — again.
2. A salesperson is pressuring you to buy a coat you cannot afford.



Assertive & Aggressive Behaviors (Cont'd)

3. The couple you babysit for continuously arrives home long after the time they have indicated, and that is past your curfew.
4. Friends put pressure on you to date a person you do not really like.
5. Your sister borrows your clothes, but never returns them to you.

ACTIVITYSelf-Evaluation for Assertion

TIME: 1 group meeting

OBJECTIVE: To test individual ability to act assertively.

DIRECTIONS: A "yes" answer to any of the following questions demonstrates a lack of assertiveness in that particular area. Try to improve the percentage of "yes" answers over time.

QUESTION 1: In class, you are uncertain about the meaning of something the teacher has just said. Do you sit in your seat without asking for an explanation?

QUESTION 2: At the checkout counter of a department store, someone cuts in line in front of you. Do you boil inside yet say nothing?

QUESTION 3: Is your voice so soft that people have trouble hearing you?

QUESTION 4: Is it hard for you to look people in the eyes when talking to them?

QUESTION 5: Do you conduct yourself according to the adage, "If you can't say anything nice, don't say anything at all"?

QUESTION 6: Your friend has broken a promise to you. Do you hide your disappointment from him/her?

QUESTION 7: Do you often answer a question concerning what you would like to do with it---

"I don't care."

"It's up to you."

"Whatever you want."

QUESTION 8: A friend had just commented that your new haircut is very flattering. Are you embarrassed and uncomfortable because of the compliment?

QUESTION 9: You must ask three people to write references for you. Is this a task you wish to avoid?

QUESTION 10: You cannot hear what the teacher is saying because two students near you are talking. Do you wait for the teacher to reprimand them?

Developing a "Belief System"

Time: 1 group meeting

Objective: To define and assimilate the four basic human rights which assertive behavior affirms.

DIRECTIONS

Step 1 The four basic human rights which assertive behavior sets forth are dignity, respect, courtesy, and attention. Have group members define what each term means to them. Then develop acceptable group definitions.

Dignity —
Respect —
Courtesy —
Attention —

Step 2 Discuss the following comments —

Dignity, respect, courtesy, and attention develop personal worth and provide a solid foundation for effective personal relationships. When you feel good about yourself, you also feel good about the world around you. This positive outlook is mirrored by how others see and react towards you, too.

Step 3 Discuss with the group the following questions:

- 1: What did you learn about yourself from this activity?
- 2: Why did it take so long for you to think of positive remarks?
- 3: Does it embarrass you to tell others what you are good at? Why or why not?
- 4: Why is it important for a person to be sure of his/her positive qualities?

Roleplaying

Time: 1 or 2 group meetings

Objective: To enable the group members to apply what they have learned about assertive behavior.

DIRECTIONS

Read and discuss the following paragraph:

Roleplaying is an exercise which allows group members the opportunity of practicing role behaviors. As members assume the roles of people in particular situations, they "live" the experience, reacting and acting as they believe real role models would. Roleplaying, as spontaneous thinking and feeling, provides both interesting and instructive results.

As a group, roleplay the following situations. After each, discuss whether or not the exercise was effective.

- 1: Your friend has asked for your "honest opinion" about his/her new shirt. You believe that the truth will hurt his/her feelings.
- 2: Your history teacher has given you a "C" on a term paper and you feel you deserve an "A" on it.
- 3: You are attending a party where you know very few people. Introduce yourself to those whom you would like to get to know.
- 4: You are waiting to be served at the refreshments counter of a movie theater. For the third time, the attendant overlooks you to wait on an adult.

Make up and roleplay several situations suggested by group members.

General Glossary of Activities Terms

Term in order of appearance:

1. **peer** — person of the same rank or position.
2. **non-traditional** — not according to custom or expectation.
3. **cohesion** — tendency to stick together.
4. **shop** — a program that instructs a particular occupation.
5. **gender** — the masculine or feminine sex.
6. **bias** — attitudes toward/opinions about a person before there is logical reason for them.
7. **sex bias** — attitudes toward/opinions about a person based on an assumption about the characteristics of his/her sex.
8. **discrimination** — denial of right, job, or award because of distinction made about a person on the grounds of race, national origin, religion, or sex, rather than on individual worth.
9. **sex discrimination** — denial of a right, job, position, or award because of distinction made on the basis of a person's sex.
10. **stereotyping** — the act of assuming that because a group of people share one characteristic, they share all others, also.
11. **sex role** — the part played by a person in real life according to his/her sex.
12. **sex role stereotyping** — considering certain behaviors, abilities, and characteristics appropriate to a person based on his/her sex.
13. **role model** — person whose position in life can be copied or imitated.
14. **feminism** — the belief that women should be neither superior nor inferior to men, merely equal to them; a social movement which points out that roles and jobs should not be defined as exclusively "masculine" or "feminine."
15. **feminist** — a supporter of feminism (either male or female).
16. **sexism** — the stereotyping of males and females on the basis of their gender.
17. **sexist** — a supporter of sexism.
18. **socialization** — the process by which human beings acquire the habits, beliefs, and accumulated knowledge of their society.

Group Projects

GROUP projects are designed to assist the support group in providing a sort of "non-traditional careers information clearinghouse" for the school in which it exists. These projects allow students to contribute knowledge and effort in areas in which they have been working both individually and collectively and so demonstrate their ability to use information about non-traditional careers effectively. Lastly, all projects are low-budget, short-term, and fun—a quick and easy means of positively portraying to a large audience the value of a support group and the enthusiasm of the people in it.

Each suggested group project includes a brief description of the procedure to be used, and an indication of both the amount of time and the kind of equipment needed for its completion.

PROJECT 1**Bulletin Board Display****TIME:** 1-3 group meetings**EQUIPMENT:** found materials, tacks

Description: Bulletin boards, particularly those in school halls, provide the ideal opportunity for the support group to display a message or highlight an issue of concern to it. The first step in such a project is obtaining permission from the administration to post a display. Possible subjects for the display might include:

- a) Title IX magazine articles, pictures, a small write-up of the law with charts and posters.
- b) A picture display of both sexes working at non-traditional occupations.
- c) Graphs and charts indicating the benefits to women in trade and technical occupations and those to men in service occupations.
- d) A photo essay of the support group.

Once a subject has been cleared, the actual posting of the board should take only as much time as the group wishes to devote to the finding and arranging of material.

PROJECTS 2**Letter Writing****TIME:** 1 group meeting**EQUIPMENT:** pens and paper

Description: Have the support group choose a television commercial that its members feel demonstrates blatant and offensive sexism. Obtain the address of the manufacturer of the advertised product and write a letter(s) protesting the sexist implications of the commercial.

PROJECT 3

Evaluating the Student Handbook

TIME: 2 group meetings

EQUIPMENT: school student handbooks, Title IX regulations

Description: As a group, divide the student handbook into workable sections and allow 1-3 students to evaluate the school policies of each section according to the Title IX regulations. When evaluation of the entire handbook has been completed, a summary of the groups' findings should be sent to the Title IX Coordinator of the school.

PROJECT 4

Group Summary

TIME: 1-2 group meetings

EQUIPMENT: paper, ditto masters

Description: Write up a brief summary of the goals, objectives, and notes of support group meetings. This summary may be used (1) to disseminate information to individuals interested in support group activities, (2) to inform junior high school students about the workings of the group, and/or (3) to assist students in need of the support group.

PROJECT 5

Title of Group

TIME: 1 meeting

EQUIPMENT: none

Description: Devise a logo (a symbol or design representing a company's or organization's trade mark) and name for the support group. Use both to publicize its existence and activities.

PROJECT 6**Records****TIME:** 1 group meeting**EQUIPMENT:** reference list, record player, records

Description: Review the reference list of recorded music to be found in the appendix of this booklet.* Try to obtain the music and lyrics to some of the songs. Share the available material at a group meeting, then read and play it. Listen to each song and discuss the implications of its message.

PROJECT 7**Title IX Evaluation****TIME:** 3 group meetings**EQUIPMENT:** *It's Not Funny—It's Illegal (Book #3, Project SCOPE)*

Description: Evaluate general school policy by using the Title IX regulations delineated in the book. The evaluation should be written up and sent to the Title IX Coordinator of the school.

PROJECT 8**Career Night****TIME:** 4 meetings**EQUIPMENT:** slide or film projector, posters

Description: Plan a support group project for either Career Night, Parents' Night, or Open House at the school. Obtain permission to use a classroom for project location and display posters (a sample of display posters can be found in the appendix of this booklet)** giving the room number and time of the activity. The support group could (1) be on hand to answer questions pertaining to non-traditional career areas, (2) organize a panel discussion on non-traditional career choices, or (3) show a film or slide presentation dealing with non-traditional occupations (see appendix for list of such materials). Whatever activity is chosen for emphasis, a follow-up study of the activity—summary of procedure, participant feedback and evaluation—should be written up and sent to the guidance department and Title IX Coordinator of the school.

PROJECT 9

A "Road Show"

TIME: 2 group meetings

EQUIPMENT: camera, script

Description: A "Road Show" is a slide/tape presentation of a school, a presentation which travels to area junior high schools to familiarize students with the nature of the school and its various program offerings. Should a "road show" actually exist within the system, the support group may incorporate into it a sequence dealing with the organization and function of the group itself; if a "road show" does not exist, the group may want to produce one as an extended project.

* Appendix 2

** Appendix 3

Sexual Harassment

What is Sexual Harassment?

Sexual harassment is unwanted attention deliberately given by peers, co-workers, supervisors, customers, clients or anyone with whom the victim must work in order to fulfill job or school obligations.

The range of behaviors of sexual harassment include:

- staring
- gestures
- remarks made in front of others
- remarks made in private
- touching
- propositioning
- hitting
- suggestions about body/clothing
- pressure for sexual activity
- attempted rape/rape

Where/How often does Sexual Harassment Occur?

Sexual harassment can occur anywhere at any time. Conducted by *Redbook*, a 1976 national survey of 9,000 employed women discovered that 9 out of 10 respondents had experienced unwanted sexual attention at work. Seventy percent of the victims said they had found the situations embarrassing and demeaning.

What are the effects of Sexual Harassment?

Sexual harassment often causes countless dismissals and resignations of employees who experience such abuse and find it intolerable. Of those who do stay on and endure it, most find their productivity, attendance, and enjoyment of work are all drastically decreased.

Sexual Harassment also has devastating physical and emotional consequences for the victim. Nervousness and indigestion can lead to migraines and ulcers. The psychological effects of sexual harassment have been shown to be similar to those of rape victims, and often professional counseling is required.

What laws protect against Sexual Harassment?

There is a growing awareness that congressional action *must* be taken by the Federal government in order to protect all workers from sexual harassment. But

as of this writing, no legislation has passed successfully.

While other laws somewhat safeguard employees against such unwanted attention, federal courts have granted relief to some sexually harassed victims under Title VII; however, there are many limitations to such actions.

How Can Sexual Harassment affect the Support Group?

Sexual harassment is often found in a work situation where the number of women is severely lower than that of men. This makes any young woman in a non-traditional shop a possible target for this kind of attention from other co-workers and also from teachers and administrators.

What action can be taken?

Determining the action, if any, to be taken depends entirely upon the individual, the situation, and the extent of the harassment. To help resolve some of your own confusion, ask yourself these questions:

Why did this person harass me?

How often does this person harass me?

How does this make me feel?

What options are there for me to take?

Can I afford to take action?

Can I afford *not* to take action?

How will I feel if I do/do not take action?

If possible, how can this harassment be avoided?

Action can range from merely reporting the incident to a superior and hoping that something will be done, to writing a formal grievance and reporting the incidents to the regional office of Civil Rights. Check with your Attorney General's office for information on relevant legislation.

SURVEY:

The following survey may be a support group or school-wide project. Such a survey is very helpful in determining how wide-spread sexual harassment is within your school. In a group, the sharing of answers helps others to understand the underlying effects of sexual harassment.

Grade _____ (Optional)

Shop _____ (Optional)

Can you think of how many times you have been sexually harassed?

How did you feel about the unwanted attention? Explain.

_____ angry?

_____ scared?

_____ confused?

_____ ashamed?

_____ embarrassed?

_____ flattered?

What form did the sexual harassment take?

_____ staring?

_____ gesture?

_____ remarks made in front of others?

_____ remarks made in private?

_____ touching?

_____ propositioning?

_____ hitting?

_____ suggestions about body/clothing?

To whom did you talk about it?

_____ friend?

_____ counselor?

_____ parent?

_____ boyfriend/girlfriend?

_____ support group?

_____ other?

_____ teacher/administrator?

What did you do about it?

_____ I ignored it.

_____ I went along with it.

_____ I talked to someone about it.

_____ I talked to the person responsible for the harassment.

_____ I took some form of revenge.

How did you feel about the action you took?

Was it effective?

Did the way you dealt with the situation affect the way you felt about the following:

_____ friends?

_____ harasser?

_____ parents?

_____ other?

Does the harasser/s in the previous instances repeatedly harass you?

When the person is harassing you, do you think he/she is aware that he/she is upsetting you?

What do you think his/her excuse is?

Have your teachers over-extensively harassed you?

If so, for what reason?

— LAWS —

It is illegal for any person to be kept out of schools, classes, or jobs because of her/his race, national origin, handicap, or sex; it is also illegal for a person to be treated or paid differently because of race, national origin, handicap, or sex, once admitted to schools, classes, or jobs.

Title VI of the Civil Rights Act makes it illegal for schools which receive federal funds to discriminate on the basis of race or national origin in the admission or treatment of students.

Title IX of the Education Amendments of 1972 makes it illegal for schools which receive federal funds to discriminate on the basis of sex in the areas of admission or treatment of students, or in most employment practices.

Title VII of the Civil Rights Act makes it illegal for employers to discriminate on the basis of race, national origin, or sex in most employment practices.

Section 504 of the Rehabilitation Act of 1973 makes it illegal for schools and employers receiving federal funds to discriminate on the basis of handicap in the admission or treatment of students, or in most employment practices.

WE are entitled to receive fair consideration for admission to any education or job training program we select, and for hiring in any job for which we are qualified.

APPENDIX #1

A Songs which refer to the non-traditional:

"I Am Woman": Helen Reddy
Helen Reddy's Greatest Hits
Capitol Records

"Theme From Mahogany": Dianna Ross
Soundtrack from Mahogany
Motown Records, Inc.

"To Be Free": Chicago
Chicago Live at Carnegie Hall
Columbia Records

Free To Be You And Me
Marlo Thomas and Friends
ABC Records

"Its Up To You": Shaun Cassidy
Born Late
Warner Bros. Records

"I'm Gonna Be An Engineer": Peggy Seeger
Moment to Moment
Rounder Records

"I Know We Can Make It": Pointer Sisters
The Pointer Sisters
ABC Records

"I'm OK": Styx
Pieces of Eight
A&M Records

"Do It Or Die": Atlanta Rhythm Section

"We Are Family": Sister Sledge
Sister Sledge

B Biased-related songs:

"If a Girl Isn't Pretty": Jean Stapleton
Soundtrack From *Funny Girl*
RCA Records, Inc.

"YMCA": Village People
"Macho Man": Village People
"I Love the Women": Village People
Village People—Cruisin'

C Additional music & catalog addresses:

* The following recommended albums can be ordered from the address below:

On the Edge: Baba Yaga
Pay attention to the cut, "Old Woman"

Virgo Rising: Collection of Artists

From: Olivia Records
4400 Market Street
Oakland, CA 94608
Ask for a catalog.

* The following recommended albums can be ordered from the address below:

You Can Know All I Am: Holly Near
Pay attention to the cut, "Nicolia"

Different, Therefore Equal: Peggy Seeger
Pay attention to the cuts, "Little Girl Child" and "I'm Gonna Be An Engineer"

Debutante: Willie Tyson,
Pay attention to the cuts, "Debutante Ball" and "Witching Hour"

From: Lady Slipper Music, Inc.
P.O. Box 3124
Durham, NC 27705
Ask for a catalog #.

APPENDIX #2

SAMPLE DISPLAY POSTER

IT REALLY ISN'T THAT EASY
WE'VE BEEN THERE—
WE CAN TELL YOU THAT.

IF YOU'RE A GIRL IN A "BOY'S" SHOP, OR A BOY IN A "GIRL'S" SHOP, IT CAN BE ROUGH FOR YOU. MAYBE YOU'RE TRYING TO DECIDE IF IT'S RIGHT FOR YOU. MAYBE YOU JUST FEEL WEIRD, AND YOU WANT TO TALK TO SOMEBODY ABOUT IT, BUT YOU DON'T KNOW WHO.

TALK TO US.

WE'RE CALLED THE "SUPPORT GROUP," AND WE'RE A HANDFUL OF KIDS WHO DARED TO GO INTO SHOPS THAT WERE "UN-LADYLIKE" OR "NOT MASCULINE." PEOPLE CALLED US WEIRD, TOLD US THAT WE DIDN'T BELONG THERE.

WELL, THANKS TO US, SHOPS LIKE AUTOMOTIVE, DIESEL, MACHINE, CARPENTRY, RECREATIONAL VEHICLES, METAL FABRICATION, AND ELECTRONICS AREN'T JUST FOR BOYS ANYMORE. AND SHOPS LIKE COSMETOLOGY AREN'T ONLY FOR GIRLS.

AND WE'RE DARN PROUD OF IT.

WE MEET WEEKLY IN THE GUIDANCE OFFICE, SOMETIMES JUST TO TALK TO EVERYONE ABOUT WHAT IT'S LIKE TO PLAY THE ROLES THAT WE DO. OTHER TIMES WE LEARN ABOUT LAWS THAT PROTECT US, OR HELPFUL HINTS ON HOW TO JUST GET THROUGH THE DAY. IF YOU'RE HAVING A PROBLEM IN YOUR SHOP, WE REALLY WANT TO HELP YOU. JUST CONTACT YOUR GUIDANCE COUNSELOR AND HE/SHE WILL LET YOU KNOW ABOUT THE NEXT MEETING.

COME DOWN AND TALK TO US.
WE REALLY WANT TO HELP.

APPENDIX #3

RESOURCES

/ **BOOKS:** The following resources distribute nonsexist literature. Write for a mail order catalog and include a self-addressed stamped envelope.

KNOW, INC.

Box 86031
Pittsburgh, PA 15221
(412) 241-4844

NEW WORDS — A Woman's Bookstore

419 Washington Street
Somerville, MA 02143
(617) 876-5310

PEER PUBLICATIONS

1112 13th Street, N.W.
Washington, DC 20005
(202) 296-3778

TIMES CHANGE PRESS

Albion, CA 95410

WEAL EDUCATIONAL AND LEGAL DEFENSE FUND

805 15th Street, N.W.
Suite 822
Washington, DC 20005
(202) 638-1961

WOMEN'S ACTION ALLIANCE

370 Lexington Avenue
Room #603
New York, NY 10017
(212) 532-8330

WOMEN'S BUREAU

Department of labor
200 Constitution Avenue, N.W.
Room 3002
Washington, DC 20210
(202)523-6611

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

Office of Education
4000 6th Street, S.W.
Washington, DC 20202
(202) 245-2181

WOMEN'S EQUITY ACTION LEAGUE

805 15th Street, N.W.
Suite 822
Washington, DC 20005
(202) 638-4560

// **PERIODICALS:** The following are a few magazines and newspapers dedicated to the concepts of equality and feminism.

BIG MAMA RAG: Monthly newspaper. 55 cents per issue, \$6 per year for subscription.

1724 Gaylord Street
Denver, CO 80208

EQUAL TIMES: Bi-weekly newspaper. 35 cents per issue, \$12.00 per year for subscription.

235 Park Square Building
31 St. James Avenue
Boston, MA 02116

MS.: Monthly magazine for feminists. Check for subscription rates.

370 Lexington Avenue
New York, NY 10017

NEW WOMEN'S TIMES: Monthly newspaper. \$12.00 per year includes 6 issues of NWT Feminist Review.

804 Meigs Street
Rochester, NY 14620

/// PRODUCTS: The following resources distribute nonsexist tee-shirts, posters, stickers, greeting cards, etc. Write for a mail order catalog:

EQUALITY PRODUCTS

1554 Boardstown Road
Louisville, KY 40205

*Notepads, mugs, stickers, posters, tee-shirts

FEMINIST HORIZONS

105 86-1/2 West Pico Boulevard
Los Angeles, CA 90064

*Jewelry, buttons, bumperstickers, greeting cards

FEMINIST RESOURCES FOR EQUAL EDUCATION

P.O. Box 185
Saxonville Station
Framingham, MA 01701

*Posters of women in non-traditional jobs and pictures of non-traditional role models.

J-M SALES

6108 6th Avenue South, Department C
Seattle, WA 98108

*Tee-shirts

IV FOR WOMEN: The following are a few of the many resources available to young women which provide information on feminist subjects:

GIRLS ARE EQUAL, TOO: *The Women's Movement for Teenagers*

by Dale Carlson (c) 1973. \$6.95. Atheneum Books (hard-cover) available in most bookstores. A basic introduction to feminism written for teenagers.

HUMAN SERVICES FOR ADOLESCENT WOMEN IN MASSACHUSETTS

by the Public Works. \$5.40. Of good use to any young woman in the Massachusetts area.

The Public Works
Box 186
Hickory Ridge Road
Putney, VT 05346

OUR BODIES, OUR SELVES: *A Book By And For Women*

by Boston Women's Collective, Inc.(c) 1976. Can be found in most bookstores.

OTHER CHOICES FOR BECOMING A WOMAN

by Joyce Slayton Mitchell. A handbook which helps high school women make choices. Available from KNOW, INC. (see appendix for address).

THE WOMAN'S YELLOW PAGES: *Original Sourcebook for Women*

The Public Works. Can be found in most bookstores.

WORKING FOR YOU: *A Guide to Employing Women in Non-Traditional Jobs*

Available from :

Wider Opportunities for Women
1649 K Street, N.W., 4th Floor
Washington, DC 20006

V FOR MEN: The following are resources for young men concerned with issues of sexism and equity:

BROTHER: *A Forum For Men Against Sexism*

P.O. Box 4387
Berkeley, CA 94704

Quarterly journal which approaches sexism from a feminist point of view. \$3.00 for 10 issues.

MEN AND MASCULINITY

by Joseph Pleck and Jack Sawyer (c) 1974. \$3.95 (paperback, Prentice-Hall). Bibliography and resource guide for men. Available in most bookstores.

MEN'S RESOURCE CENTER

3520 S.E. Yamhill
Portland, OR 97214

MENS' CENTER AND MENS' ANTHOLOGY COLLECTIVE

Jones Library
University of Massachusetts
Amherst, MA 01002

VI OF SPECIAL INTEREST: The following is a resource list for particular trades:

INTERNATIONAL UNION OF ELECTRICAL WORKERS

1126 16th Street, N.W.
Washington, DC 20036
Attn: Gloria Johnson, Director Women's Activities

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION

c/o J.S. Gladysz, Executive Director
2800 W. Lancaster Avenue
Fort Worth, TX 76107

SOCIETY OF WOMEN ENGINEERS

345 E. 47th Street
Room # 305
New York, NY 10017

*Scholarship programs available to members.

UNITED AUTO WORKERS WOMEN'S DEPARTMENT

8000 E. Jefferson Street
Detroit, MI 48214
Attn: Odessa Komer, Director

WOMEN IN COMMUNICATIONS, INC.

P.O. Box 9561
Austin, TX 78766

WOMEN IN SCIENCE AND ENGINEERING

22 Turning Mill Road
Lexington, MA 02173
Attn: Dr. Miriam Schwebber

WOMEN IN TIMBER

c/o National Forest Products Association
1619 Massachusetts Avenue, N.W.
Washington, DC 20036
Attn: Joseph McCrath

WOMEN WORKING IN CONSTRUCTION

755 8th Street, N.W.
Washington, DC 20001

VII SPORTS: The following are resources for women in sports:

ALLIANCE FOR EQUALITY IN SPORTS

1010 Karla Lane
Manhattan, KA 66502

GIRLS' AND WOMEN'S SPORTS COMMISSION (manual)

Available from:

EDC Distribution Center
39 Chapel Street
Newton, MA 02160

VIII NON-TRADITIONAL EDUCATION: The following are a few resources which deal with information on non-traditional education:

AN EQUAL CHANCE

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, DC 20009

Recruiting Women For Traditionally "Male" Careers: Programs And Resources For Getting Women Into The Men's World

Massachusetts Advocacy Center
2 Park Square
Boston, MA

IX WOMEN IN CULTURE / HISTORY: The following are selected resources dealing with women in past and contemporary times, and their roles in their cultures:

BREAKING THE SILENCE: Seven Courses in Women's Studies

Goddard College. \$4.75. Describes 7 courses exploring women in history and culture, past and present. Available from:

Educational Development Center
39 Chapel Street
Newton, MA 02160

WOMEN IN AMERICAN HISTORY

Beverly Saunders. \$1.50. Covers the social changes and historical events of women during the period of 1607 to 1920. Four individual books. Available from:

Educational Development Center
39 Chapel Street
Newton, MA 02160

TO BE A WOMAN IN AMERICA 1850-1930

Annette K. Baxter & Constance Jacobs. \$7.95. A Pictorial essay of images that show what it meant to be a woman in America through the period of 1850-1930.

Times Books/New York Times Book Co., Inc.
Three Park Avenue
New York, NY 10016

X CAREER PLANNING: *The following resources provide help to those seeking information on job hunting techniques or materials concerned with career awareness and planning:

HOW WOMEN FIND JOBS

\$5.50. A manual for women, young and old, on how to cope with being in the job market. Available from:

Educational Development Center
39 Chapel Street
Newton, MA 02160

JOB HUNT WORKBOOK

Free handbook with sample forms, resumes, and cover letters. Provides information to help individuals evaluate skills and experiences, and conduct personal interviews. Available from:

Vermont Governor's Commission on the Status of Women
Pavillion Building
Montpelier, VT 05602

PROJECT CHOICE: *Creating Her Options In Career Exploration*

\$11.25. Assists high school females in broadening their career options and increasing positive self-awareness. Available from:

Educational Development Center
39 Chapel Street
Newton, MA 02160

THE WHOLE PERSON BOOK: *Toward Self-Discovery And Life Options.*

\$5.25. Provides materials for increasing awareness of sex bias and exploring personal interests, values, and talents which influence career choices. Available from:

Educational Development Center
39 Chapel Street
Newton, MA 02160

PROJECT OPTION: *A summary of results and handbook of ideas to reduce sex stereotyping in vocational education and students' career choices.*

by Maureen Lynch. Available from:

Division of Occupational Education
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

XI FILMS The following is a list of selected films for vocational students in non-traditional programs:

HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?

Slide/Tape. 25 minutes. Male and female high school students rethinking their plans for the future along realistic lines. Developed by Project Open Door. Available from:

Verheydent * Associates
3747 Huntington Street, N.W.
Washington, DC 20015

OPPORTUNITIES FOR SUCCESS THROUGH VOCATIONAL EDUCATION

Slide/Tape. 15 minutes. Shows many non-traditional role models. Available from:

Administrator, SEX EQUITY UNITE
Washington State Commission for Vocational Education
Building 17, Industrial Park, MS. LS-10
Olympus, WA 98504

ANYTHING YOU WANT TO BE

Film. 28 minutes. Explores a great variety of non-traditional careers for men and women. Developed by American Telephone & Telegraph, Inc. Available from:

Association Films, Inc.

410 Great Road

Littleton, MA 01460

BREAD AND BUTTERFLIES

Videotapes. Series of 15 programs. "Choosing Change" portrays non-traditional careers for women. 15 minutes. For further information contact:

Stacey Bressler

Massachusetts Educational Television

54 Ridge Avenue Extension

Cambridge, MA 02140

FREESTYLE

30 minutes. Videotape series of programs dealing with all aspects of stereotyping, i.e. "Scoop: Part I" portrays a junior high school newspaper club investigating employment opportunities for women.

THE WOMAN'S GAME

Film. 30 minutes. Presents several women in non-traditional occupations. Developed by the U.S. Office of Education/Department of H.E.W. Available from:

Modern Talking Pictures Services, Inc.

230 Boylston Street

Newton, MA 02146

IT'S HER FUTURE

Film. 30 minutes. Made to appeal to high school students and their parents. Concerns opportunities available through non-traditional vocational training. Available from:

Educational Development Center

39 Chapel Street

Newton, MA 02160

DEVELOPING SELF-RESPECT

Film. 25 minutes. On establishing one's independence and assuming responsibility for one's behavior. Available from:

Human Relations Media

Room 6

39 Washington Avenue

Pleasantville, NY 10570

APPENDIX #4

LEADERS

Below is a list of female leaders. Use it for the *Leaders* activity, or use it as the basis for a research project for the group.

WOMAN

Jane Addams
Louisa May Alcott
Susan B. Anthony
Jaqueline Auriol
Clara Barton
Elizabeth Blackwell
Shirley Chisholm
Marie Curie
Amelia Earhart
Elizabeth Gurly Flynn
Althea Gibson
Helen Keller
Juliette Lowe
Lisa Meitner
Maria Mitchell
Eleanor Roosevelt
Deborah Sampson
Margaret Sanger
Elizabeth Cady Stauter
Lucy Stone
Sojourner Truth
Harriet Tubman
Emma Willard

NOTABILITY

Nobel Peace Prize Winner
Writer
Suffragette
Test Pilot
Founder, American Red Cross
Doctor
Politician
Atomic Energy Scientist
Aviator
Labor Leader
Athlete
Author/Poet/Leader
Founder, Girl Scouts
Atomic Energy Researcher
Astronomer
Leader
Revolutionary War Soldier
Birth Control Advocate
Suffragette
Suffragette
Leader in Freedom Movement
Leader in Underground Movement
Educator